

Progression of skills and knowledge for History

Progression in Chronology

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children to begin to organise events using basic chronology, recognising that things happened before they were born.</p> <p>Children begin to develop an understanding of the past and present.</p>	<p>Uses simple timelines to sequence processes, events and objects within their own experience.</p>	<p>Realises that historians use dates to describe events.</p> <p>Uses phrases to describe intervals of time (before, after, at the same time)</p>	<p>Uses more complex phrases for intervals of time.</p> <p>Uses BCE/CE or BC/AD.</p>	<p>Begins to understand historical periods overlap and vary in length.</p> <p>Uses more precise chronology vocabulary.</p>	<p>Understands that past civilisations overlap with others in different parts of the world and vary in length.</p>	<p>Can accurately place civilizations and periods studied in chronological order, with some understanding of overlap and intervals between them.</p>

Characteristic features – of people, periods or civilisations covered.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children participate in hands-on experiences that deepen their understanding of the past.</p>	<p>Recognises that buildings, clothing, technology etc could be different in the past.</p>	<p>Recognises and describes, in simple terms, some characteristic features of period or person studied.</p> <p>Increasingly uses period specific</p>	<p>Can describes the main characteristic features of period/civilization studied mostly using period specific language.</p>	<p>Can give simple explanations that not everyone in the past lived in the same way.</p> <p>Consistently uses period specific</p>	<p>Understand that some past civilizations in different parts of the world have important similarities.</p>	<p>Can contrast and make links between characteristics of different civilizations studied.</p> <p>Can give reasoned explanations, with</p>

		language in explanations.		language in explanations.	Can make links between characteristics of different civilizations studied.	examples, of connections between ways of life in different civilizations studied.
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Continuity and Change

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children can talk about pictures, stories and artefacts from the past.	<p>Can match old objects to people or situations from the past.</p> <p>Can explain how some aspects of our lives today differ from the past using simple historical vocabulary.</p>	Can talk about similarities and differences between then and now and between two different periods in the past ie. Victorian and 1666	Can describe some changes in history over a period of time and identify some things that stayed the same.	<p>Can describe a range of changes in history over a period of time and identify some things that stayed the same.</p> <p>Begin to explain why changes in different places might be connected.</p>	<p>Can give simple explanations and examples to say why change happened during particular events or periods.</p> <p>Appreciates that there are usually a combination of reasons for any change.</p> <p>Understand that changes impact different people in different ways and at different times.</p>	<p>Understands that changes in different places and periods can be connected.</p> <p>Appreciates of the kinds of factors that impact on history can be continuous and that some bring significant change.</p>

Cause and Consequence

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Children begin to develop an understanding of the past through stories about people and their actions in the past.	Can give simple explanations of why people from the past acted as they did. Can talk about the consequences of people from the past's Actions.	Can describe in simple terms the causes and/or consequences of a significant historical event, offering more than one example of its results.	Can describe the causes and/or consequences of a significant historical event, offering more than one example of its results.	Can describe with simple example different causes – seeing that events happen for different reasons beyond just human action.	Can explain the consequences in terms of long and short-term effects. Can explain that people are impacted differently by these consequences. Can link causes and explain that these links between causes may make events more likely to happen.	Can explain cause and consequences of more complex events.
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Historical significance

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Can recognise and describe special times or events for family and friends.	Can recognise and describe special times or events for family and friends.	Can recognise and talk about who was important eg. In a simple historical recount	Understands that historical events, people and developments are considered important if they resulted in change or had consequences for people at the time/or over time.	Can discuss historical events, people and developments with simple reasons of the change or had consequences they brought about.	Can use criteria to make judgements as to the significance of events, people or developments within the period studied.	Can use criteria to make judgements as to the significance of events, people or developments within the period studied. Recognise that significance varies over time and depending on the interpretations of

						those who ascribe the significance.
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Historical interpretation

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Through stories, discuss how different characters see the events happening.	Can talk about different accounts of real historical events.	Can identify and talk about differences in accounts of real historical events or people from contemporary and interpretive sources.	Can recognise different versions of the same event and can give a simple explanation of why we might have more than one version.	Discuss how different interpretations arise. Understand that historical understanding is continuously being revised – if new evidence is found then the interpretation may change.	Understands that different interpretations arise for different reasons and that different people give things different emphasis. Understands that some interpretations are more reliable than others.	Understands that all history is to some extent an interpretation and can identify a range of reasons for this. Understand that interpretations can be questioned due to the validity of the evidence used to support them or the aims of the historian who interprets them.

Historical Enquiry

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Can talk about the past putting events into order or on a simple timeline.	Can talk about similarities and differences between two or more simple historical sources. Can use annotations or captions to identify important feature of	Can gather information from simple sources to ask and answer questions about the past. Can explain events and actions (rather than telling a story).	Can explain in simple terms how sources reveal important information about the past. Recognises that without certain kinds of sources	Is beginning to question the origins and reliability of sources using their knowledge of the period and civilizations. Asks perceptive questions.	Can explain with examples why a source might be unreliable. Can construct simple reasoned arguments about aspects of events,	Can construct reasoned arguments about aspects of events, periods and civilizations. Can explain with examples why a source might be unreliable with

	picture sources, artefacts etc.		historians find making conclusions can be difficult.	Can select and use suitable information and sources to investigate questions.	periods and civilizations.	reference to the period or provenance of the source. Considers why different sources may give conflicting information and offer reasons for this.
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